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DEVELOPMENT AND VALIDATION OF AN INSTRUCTIONAL MATERIAL IN THEORIES OF CRIME CAUSATION

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ABSTRACT

This study assessed and validated the instructional material in the subject Theories of Crime Causation for criminology students and in response with the implementation of CMO No. 05, Series of 2018. This study employed the descriptive – survey method and employed the questionnaires as tools or techniques in gathering data. The respondents of this study composed the criminology police investigators, criminology students, and criminology educators in Tarlac City. The study focused on the evaluation and validation of the instructional material in the subject Theories of Crime Causation and this study was conducted within academic year 2021–2022 respectively. There are 150 respondents involved in the study. The research paper utilized Cronbach's Alpha to test the reliability of the indicators in the research tool. To determine the reliability, internal consistency and validity of the questionnaires, the dry run was included with the content validation. In the evaluation of the topics and concepts of the proposed instructional material, the overall assessment of the respondents is Strongly Agree. In the test of significant difference between respondent's evaluation on the topics and concepts of the proposed instructional material, the result shows that there is no significant difference in the evaluation of the group of the Police Investigators, Criminology Educators, and Criminology students. Based on the results of the study, the proposed instructional material is well developed to provide sufficient direction and guidance to the students and instructors. The proposed instructional material is valid as instructional tool as well as learning process and innovation in instruction.

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1. INTRODUCTION

The society in general has determined that there is scarcity in the education systems, and we are in a direction toward restructuring more importantly. However, instructional systems practitioners are setting new ideas in these efforts and are promoting systems view for the problems facing education. These problems were dictated by the implementation of CMO 05 effective academic year 2018–2019 have caused tremendous shifts in the teaching and learning delivery system since there were courses/subjects that were realigned, integrated with another courses. Another contributing condition was the emergence of the COVID-19 pandemic which brought unprecedented disruptions in educational institutions. The challenge then was how to continue teaching and learning beyond the usual face-to-face instruction. Thus, it has become an urgent need to explore other innovative learning modalities that will facilitate flexible teaching and learning methods.

Today, all levels of instruction are moving to individual programs, making it essential for classroom teachers to learn to create their own self-teaching materials. A characteristic of teachers who have grown up in selected areas is the ability to organize and develop curriculum materials that match the level of preparation and understanding of the child (Salandanan 2009). Salandanan further emphasized that classroom materials are the best way for teachers to lead their students to a daily quest for better understanding and verification, especially using printed matter. Developing educational materials such as outcome-based curriculums will further help learners acquire the qualities, intellectual discipline, spirit, and values associated with liberal education. The teachers should be able to plan, organize and develop suitable instructional materials whether in a class or a student.

In response to these challenges, educational institutions are now moving towards a more learner-centered approach in the academe sector. It is since the teacher-centered approach characterized by transmission of information is either insufficient or ineffective or both to learners with the above skills. To facilitate student-centered learning, many authors suggest the use of instructional material that promotes self-regulation and shall promote learning independence. Thus, will be used as primordial concerns of the researcher to develop a Syllabus Based instructional material in the subject Theories of Crime causation for Criminology Students.

This study attempted to assess and validate the instructional material in the subject Theories of Crime Causation for criminology students and in response with the implementation of CMO No. 05, Series of 2018. Thus, the focus of the study was on the evaluation and validation of the instructional material in the Theories of Crime Causation.

Theoretical Framework

The study is anchored with the CHED Memorandum Order (CMO) No. 05, Series of 2018 – POLICIES, STANDARDS AND GUIDELINES FOR THE BACHELOR OF SCIENCE IN CRIMINOLOGY (BS Criminology) PROGRAM. As per Section 5.2 of CMO 05, series of 2018 stated that, "The field of criminology is the study of crime and the various agencies as they operate and react to crime, criminals and victims. Also, under Section 15.4 Faculty - it is provided that the faculty members shall be encouraged by the school to undertake research and other related development activities for the purpose of professional growth. Furthermore, the researcher rationalize the following: as to the development of an instructional material: 1) State Universities and Colleges (SUCs) as mandated by the institution's, vision, mission and objectives are required to conduct researches as one of the four functions alongside with instruction, extension and production; 2) academic personnel in

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all SUC's must possess a masters' degree in their field of specialization; 3) as one of the major requirements in the National Budget Circular 461 or (NBC 461), all faculty members in the SUCs will only be appointed as permanent plantilla item after finishing the masters' research, published and produce.

2. RESEARCH METHOD

This study employed the descriptive – survey method and utilized the questionnaires as tools in the gathering data to answer the subproblems of the study. Descriptive research is a purposive method of gathering, analyzing, classifying, and tabulating data about prevailing conditions and practices of evaluating and validating of a research study which is present investigation was conducted to ascertain the validity and reliability of the lessons, activities, and topics included in every chapter of the proposed instructional material in Criminology 2 – Theories of Crime Causation.

Research Instruments

The study employed the following research instruments:

Instrument No. 1 = Profile of the Respondents which described as to type of respondents, sex, civil status, age group / bracket, educational attainment, for Criminology Students, Criminology Educators, and Criminology Police Investigators, and length of service for Criminology Educators and Criminology Police Investigators.

Instrument No. 2 = Assessment of the respondents on the evaluation of the lessons and activities provided in every chapter of the proposed Instructional Material (IM) in Criminology 2 - Theories of Crime Causation. This instrument assessed the topic/lessons in every chapter. It evaluated the agreement and disagreement of the three (3) groups of respondents in the seven (7) chapters of the Instructional Material. Instrument No. 2 answered subproblems No.1 and 2; and Hypothesis No. 1.

Instrument No. 3 = Validation of the Instructional Material (IM) in Criminology 2 - Theories of Crime Causation for Criminology Students. This instrument validated the contents of the Instructional Material as to the six (6) criteria provided in this study. It will also seek the agreement and disagreement of the respondents. Instrument No. 3 answered subproblems No. 3 and 4; and Hypothesis No. 2 respectively.

Data Gathering Procedure

The researcher utilized the following steps in the gathering of data:

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1. Formulated and developed survey instruments aligned with the objectives of the study;
2. Validated the formulated and developed survey instruments and incorporated all suggestions and comments;
3. Reproduced the final copy of the validated survey instruments;
4. Distributed the survey instruments to the respondents;
5. Collected the distributed survey instruments from the respondents;
6. Statistical computations based on the statement of the problems with the assistance of the statistician and the designated adviser; and
7. Presented, interpreted and analyzed the statistical results aligned with the statement of the problems.

Statistical Treatment of Data

The data gathered in the survey were analyzed and evaluated using the following statistical treatments:

The percentage techniques were used in analyzing and evaluating the data on profile of the respondents using the formula:

$$P = \frac{F}{N} \times 100$$

Where: P = Percent (%)
N = Number of Respondents
F = Number of responses
100 = Constant Value

For Subproblems No. 1 and No. 3

The Average Weighted Mean (AWM) was employed to measure the central tendency in relation to the issues being discuss in the study that was assessed by the respondents. The average weighted mean refers to the gathered response which determines the corresponding weighted using the formula:

$$WM = \frac{\sum fx}{N}$$

Where: WM = Weighted Mean
$\sum$ = Summation Sign
f = Frequency obtained from the number of respondents
x = Weighted of each value of the scale
N = Total number of respondents

Descriptive Rating	Point Value	Mean Scale
Strongly Agree (SA)	4	3.26 – 4.00
Agree (A)	3	2.51 – 3.25
Disagree (DA)	2	1.76 – 2.50
Strongly Disagree (SDA)	1	1.00 – 1.75

For Subproblems No. 2 and No. 4

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In the test of significant difference among the variables of the study were determined using Analysis of Variance (ANOVA) was used specifically the f-test of significant difference (Vought, 2014).

In the test of significant difference between respondent's assessment on the validation of the proposed Instructional Material in Criminology 2 – Theories of Crime Causation, in terms of Objectives, Contents, Activities, Style of Presentation, Organization, and Evaluation.

3. RESULTS AND DISCUSSION

Evaluation of the topics and concepts of the proposed instructional material.

The overall assessment of the respondents is Strongly Agree, with a mean score of 3.55. The group of Police Investigators has an overall assessment of Strongly Agree, with a mean score of 3.35. For the group of the Criminology Educators has an overall assessment of Strongly Agree, with a mean score of 3.65. Likewise, the group of Criminology Students, the overall assessment is also Strongly Agree with a mean score of 3.65.
The indicator with the highest mean score of 3.76, interpreted as Strongly Agree is Introduction to Crime Causation, while the lowest mean score of 3.31, also interpreted as Strongly Agree is on the indicator Modern Genetic Studies.

Test of significant difference between respondent's evaluation on the topics and concepts of the proposed instructional material in Theories of Crime Causation.

The F computed value of 2.58 is less than the F tabular value of 3.00, with 2 and 147 degrees of freedom. The result indicates that there is no significant difference in the evaluation of the group of the Police Investigators, Criminology Educators, and Criminology students. The null hypothesis that there is no significant difference on the evaluation of the respondents on the topics, and concept of the proposed instructional material in Theories of Crime Causation is Accepted at 0.05 level of significance.

Validation of the topics and concepts of the proposed instructional material.

In terms of **Objectives**, the overall assessment of the respondents is Strongly Agree, with a mean score of 3.48. The group of Criminology Educator has an assessment of Strongly Agree, with a mean score of 3.30. On the part of Police Investigators, the obtained assessment is also Strongly Agree, with a mean score of 3.50. Likewise, for the group of Criminology Students, the assessment is same Strongly Agree with a mean score of 3.65.

In terms of **Contents,** the overall assessment of the respondents is Strongly Agree, with a mean score of 3.46. The group of Criminology educators has an assessment of Agree, with a mean score of 3.10. On the part of Police Investigators, the obtained overall assessment is Strongly Agree, with a mean score of 3.60. For the group of Criminology Students, the overall assessment is also Strongly Agree with a mean score of 3.70.

In terms of **Activities**, the overall assessment of the respondents is Agree, with a mean score of 3.11. The group of Criminology educators has an Agree, with a mean score of 3.00. On the part of Police Investigators, the obtained assessment is Agree, with a mean score of

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3.00. For the group of Criminology Students, the overall assessment is Strongly Agree with a mean score of 3.63.

In terms of **Style of Presentation**, the overall assessment of the respondents is Strongly Agree, with a mean score of 3.52. The group of Criminology educators has an assessment of Agree, with a mean score of 3.10. The group of Police Investigators has an assessment of Strongly Agree, with a mean score of 3.80. For the group of Criminology Students, the assessment is also Strongly Agree with a mean score of 3.66.

In terms of **Organization**, the overall assessment of the respondents is Agree, with a mean score of 3.25. The group of Criminology educators has an assessment of Agree, with a mean score of 3.00. On the part of Police Investigators, the obtained assessment is also Agree, with a mean score of 3.10. Likewise, the group of Criminology Students the assessment is Strongly Agree with a mean score of 3.68.

In terms of **Evaluation / Assessment**, the overall assessment of the respondents is Strongly Agree, with a mean score of 3.41. The group of Criminology educators has an assessment of Agree, with a mean score of 3.20. On the part of Police Investigators, the obtained assessment is Strongly Agree, with a mean score of 3.40. For the group of Criminology Students, the assessment is also Strongly Agree with a mean score of 3.65.

The indicator with the highest mean score of 3.52, interpreted as Strongly Agree, is Style of Presentation - Style of presentation used is reliable - valid and sufficiently defined that suits the needs and level of intended users; sustains learner's interest from beginning to end, while the lowest mean score of 3.11, interpreted as Agree is on the indicator Activities - Appropriate activities are included that enhances reading and writing skills (applicable to the instructional material) not so much and too limited activities, acceptable to the users.

Test of significant difference between respondent's assessments on the validation the topics and concepts of the proposed instructional material.

The F computed value of 1.37 is lower than the F tabular value of 3.00, with 2 and 147 degrees of freedom. The result indicates that there is no significant difference in the validation of the group of Criminology Educators, Police Investigators, and Criminology students. The null hypothesis that there is no significant difference on the validation of the respondents on the topics, and concept of the proposed instructional material in Theories of Crime Causation is Accepted at significance level of 0.05.

4. CONCLUSION

Based on the results of the study, the proposed instructional material in Theories of Crime Causation is well developed to provide sufficient direction and guidance to the students and instructors. It is concluded that the formulated hypothesis as regards the evaluation of the topics and concepts is hereby accepted. The proposed instructional material in Theories of Crime Causation is valid as an instructional tool as well as learning process and innovation in instruction. The posited hypothesis as regards the validity of the topics and concepts is hereby accepted. As a conclusion, the proposed instructional material is suitable for adoption by the higher education institutions in the attainment of the vision, goals, and objectives.

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